



APPLICATION FORM – TEACHING POSITION

Please write or type in the fields below and email your completed form to principal@rghs.school.nz.
You may also post your completed form to the school.

1. Position and Tenure

Title of Position Applied For:

e.g. Teacher of English

Tenure of Position Applied For:

e.g. Full-time, Fixed Term for 2020

2. Personal Details

Title:

First Name:

Preferred Name:

Last Name:

Home Address:

Telephone No: Landline:

 Mobile:

Email Address:

If you have taught under a
different name, please indicate it here:

3. Information on Identity Checking

Please note, in order to meet the requirements of section 31 of the Vulnerable Children Act 2014, Rotorua Girls High School will complete a safety check on all appointees. This will include the requirement for all appointees to produce, in person, an original primary identification document (such as valid passport) **and** a secondary identification document (such as a driver's licence) prior to commencing employment. One of these documents must be photographic. Information on identity confirmation appears on the last page of this application form.

4. Teaching Council of Aotearoa New Zealand (EDUCANZ) – Teacher Registration

EDUCANZ Registration Number: _____

EDUCANZ Practising Certificate Expiry Date: _____

5. Qualifications

Please outline qualifications held. Please provide more details in attached documents if you wish.

- _____
- _____
- _____
- _____
- _____
- _____

NOTE: Please provide certified copies of your relevant qualification with this application

6. Teaching Subjects

Please state your main teaching subjects, and the level to which you can teach these subjects.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

T = the willingness to Learn **E** = Engaging to Achieve **A** = always shows respect **O** = offers to serve

NOTE: Please provide certified copies of your relevant qualification with this application

7. Current Position and Responsibilities Held

Please provide more details in attached documents if you wish.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

8. Details of Previous Teaching Experience

Please list all your previous teaching positions over (at least) the last five years together with the dates of employment.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

9. Details of Previous Non-Teaching Employment

Please list all your previous non-teaching positions together with dates of employment.

- _____
- _____
- _____
- _____
- _____
- _____

T = the willingness to Learn **E** = Engaging to Achieve **A** = always shows respect **O** = offers to serve

10. Extra-curricular Activities

What extra-curricular activities are you interested in assisting with or developing at our school?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

11. Personal Statement

If you wish, please write or type a brief Personal Statement in below:

12. Referees

Please indicate the names, positions, addresses and contact telephone numbers of **THREE** referees.
At least one referee must be your current or immediate prior manager or supervisor:

Referee 1 Name: _____
Position: _____
Telephone: _____
Address: _____

Referee 2 Name: _____
Position: _____
Telephone: _____
Address: _____

Referee 3 Name: _____
Position: _____
Telephone: _____
Address: _____

13. Agreement to Obtain Information

I agree to the references and referees provided to the Rotorua Girls High School Principal, in respect of my application for this position being used for the purposes of considering my suitability for the position for which I am applying.

I consent to the Principal of Rotorua Girls High School seeking further verbal or written information on a confidential basis about me from representatives of my present employer, previous employers and referees and authorise the information sought to be released to the school for the purposes of ascertaining my suitability for the position for which I am applying.

I understand that the information received by the Principal is supplied in confidence as evaluative material and will not be disclosed to me.

Applicant's Signature: _____ Date: _____

14 Health Declarations

Do you have any existing injuries, medical conditions or health issues that would be aggravated by your performance of the duties and responsibilities outlined in the current job description for the position for which you are applying? *E.g. asthma, occupational overuse syndrome, high blood pressure, back injury.*

Please answer YES or NO in this box:

Do you have any existing injuries, medical conditions or health issues which would impede your ability to successfully undertake the duties and responsibilities outlined in the current job description for the position for which you are applying performing the duties of the position applied for?

Please answer YES or NO in this box:

If you answered either of the above questions in the affirmative, please give details of any existing injuries, medical conditions or health issues and any ACC claims which may affect your performances in the position applied for in the box below:

How many days absence have you claimed due to sickness in your last 12 months of employment?

DECLARATION:

I declare that I understand any false information given in relation to my medical history may result in my loss of entitlement for any compensation from Accident Compensation Corporation or Rotorua Girls High School's workplace accident insurer, and will make me liable to dismissal from the employment of Rotorua Girls High School should you be the successful applicant

Applicant's Signature: _____ Date: _____

15 Declaration of Disciplinary Action and / or Convictions

Have you ever been subject to disciplinary action in any previous employment:

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide details together with any comments you may wish to make in the box below

Have you ever been convicted of any offence(s) against the law (excluding minor traffic convictions) or otherwise know of any reason why you should not be employed to work in this school:

Please answer YES or NO in this box:

If you answered either of the above questions in the affirmative, please provide the date and details of the offence(s) together with any comment you may wish to make in the box below, except in those cases where your declaration of offence(s) would breach the Criminal Records (Clean Slate) Act 2004:

Information on the Criminal Records (Clean Slate) Act 2004 is attached to this application form.

Are you currently awaiting the hearing of any charges?

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide the details of the charge(s) together with any comments you may wish to make in the box below:

The Principal reserves the right to contact the appropriate authorities to verify any claim made. You may be asked to provide a copy of the relevant Court record(s) obtainable from the Police

DECLARATION:

I understand that failure to provide correct and true details of any conviction(s) or reason for possible unsuitability will make me liable to dismissal from the employment of Rotorua Girls High School should you be the successful applicant

Applicant's Signature: _____ Date: _____

16. Declaration of Relevant Relationships

Are you related to any Rotorua Girls High School employee?

Please answer YES or NO in this box:

If you answered the above question in the affirmative, please provide the details in the box below

17 Declaration

I declare that to the best of my knowledge the answers provided in this application form and the information provided in my Curriculum Vitae and any accompanying documentation are correct.

I understand that if any false or misleading information is given, or any material information suppressed, I will not be employed, or if I am employed, my employment will be terminated.

Applicant's Full Name: _____

Applicant's Signature: _____

Date: _____

INFORMATION ON THE CRIMINAL RECORDS (CLEAN SLATE) ACT 2004

The Criminal Records (Clean Slate) Act 2004 introduced a clean slate scheme. Under the Act, an individual is legally deemed to have no criminal record and he or she need not disclose convictions if all of the following criteria are satisfied, except as provided in section 31(3) of the Vulnerable Children Act 2014.

CRITERIA

1. The individual has not committed any offence within seven consecutive years of being sentenced for the offence, and
2. The individual did not serve a custodial sentence* for the offence (this would exclude serious offences such as murder, manslaughter, rape and causing serious bodily harm), and
3. The offence was not a specified offence (specified offences are in the main sexual in nature), and
4. The individual has paid any fine or costs in full.

** Custodial sentences include a sentence of preventative detention and corrective training.*

Non-custodial sentences include fines, reparation orders, community-based sentences and suspended sentences.

EFFECT OF THIS LEGISLATION

The effect of this legislation is that an individual who fulfils all of the above criteria can state that he or she has no criminal record in response to questions. If an individual only fulfils some of the criteria he or she is not eligible under the scheme.

EXAMPLES

Person A was convicted of an assault ten years ago and received a community-based sentence. Person A has not committed any offence since that time. Person A is eligible under the scheme.

Person B was convicted of theft three years ago and received a fine which was paid. Person B is not eligible under the scheme as seven years have not lapsed since the date of conviction.

POLICE VETTING

Printouts from the police computer will not reveal an individual's criminal record if all of the above criteria are fulfilled.

INFORMATION ON THE VULNERABLE CHILDREN ACT 2014

The Vulnerable Children Act 2014 introduced legislative requirements for safety checks prior to appointment. For your information, section 31 of the Act appears below:

SECTION 31: REQUIREMENT FOR SAFETY CHECKS

- (1) Every safety check of a person must comply with the requirements for safety checks for core workers or for non-core workers (as appropriate) prescribed by this section and by regulations made under section 32.
- (2) Every safety check of a person must include-
 - (a) confirmation of the identity of the person, carried out as prescribed by regulations made under section 32; and
 - (b) consideration of specific information prescribed by regulations made under section 32; and
 - (c) a risk assessment, carried out as prescribed by regulations made under section 32, that assesses the risk the person would pose to the safety of children if employed or engaged as a children's worker.
- (3) Despite anything in the Criminal Records (Clean Slate) Act 2004, nothing in that Act authorises the concealment of a conviction for a specified offence of a person who is subject to a safety check in relation to employment or engagement as a core worker, even if the person is otherwise deemed to have no criminal record.

INFORMATION ON THE VULNERABLE CHILDREN (REQUIREMENTS FOR SAFETY CHECKS OF CHILDREN'S WORKERS) REGULATIONS 2015

For your information, part 5 of the regulations on identity confirmation appears below:

PART 5: IDENTITY CONFIRMATION

- (1) A specified organisation must require a person in respect of whom a safety check is being undertaken under this Part to confirm his or her identity by-
 - (a) using an electronic identity credential within the meaning of section 8 of the Electronic Identity Verification Act 2012; or
 - (b) producing the original of -
 - (i) a primary identity document; and
 - (ii) a secondary identity document.
- (2) If neither of the documents produced by a person under sub-clause (1)(b) contains a photograph of the person, the specified organisation must require the person to -
 - (a) produce with those documents -
 - (i) a photograph of himself or herself authenticated by an identity referee; or
 - (ii) a verification statement signed and dated by an identity referee that verifies that the primary identity document produced by the person relates to that person; and
 - (b) provide the name and contact details of the identity referee.
- (3) If a person's name is different from the person's name on a document produced under sub-clause (1)(b)(i) or (ii), the specified organisation must require the person to produce together with that document a supporting name change document as evidence of the person's name change.
- (4) After a person has produced the documents required by sub-clauses (1) to (3), the specified organisation must cause a search to be made of its personnel records to ascertain whether the identity confirmed by the person -
 - (a) is being used by any other person employed or engaged, or proposed to be employed or engaged, by the organisation; or
 - (b) has been used by any other person employed or engaged by the organisation.



**ROTORUA
GIRLS
HIGH SCHOOL**

Principal
Mrs Sarah Davis

251 Old Taupo Road, Rotorua 3015
New Zealand
Phone 64-7-348 0156
Facsimile 64-7-346 1269
Email: principal@rghs.school.nz
Website: www.rghs.school.nz

POSITION DESCRIPTION

Title: Mathematics Teacher

Responsible to: Mr Chris Niles, Curriculum Leader of Mathematics Faculty

Primary Goals:

1. To support the school's Charter and work to implement the policies arising from the Charter
2. To meet classroom responsibilities to students
3. To plan and carry out curriculum and organizational responsibilities
4. To undertake professional development
5. To make a general contribution to school life
6. To carry out community responsibilities
7. To undertake specific responsibilities



APPLICATION AND APPOINTMENT PROCEDURE

POSITION: Mathematics Teacher

Rotorua Girls High School is an equal opportunities employer. Applications will be considered on merit regardless of disability, handicap, marital or parental status, race, religion, gender or sexual orientation.

Rotorua Girls High School is an innovative decile 3 single-sex school in Rotorua. We are committed to restorative practices and culturally responsive pedagogy. We are actively seeking innovative practitioners who have student voice and choice firmly at the heart of their practice. We have recently re-designed our junior school curriculum as a flexible, connected model. Applicants must be passionate about improving student engagement and achievement, have a clear focus on learning, be able to see the “big picture” across all learning areas, and be willing to commit to co-curricular and extra-curricular activities.

1. Closing Date

- Applications for this position close at: **3pm on Friday, 3 January 2020**

2. Method of Application

- Applications should be made on the school's application form
- Applicants may enclose additional curriculum vitae and other supporting material
- A covering letter should be addressed to the Principal, Mrs Sarah Davis
- Application material will not be returned once the appointment has been made

3. Referees

- Applicants are asked to provide the names and addresses of two people who may be contacted to act as Referees

4. Shortlisting

- Shortlisting of applicants will be the responsibility of the Appointments Committee

5. Interview

- Interviewing will be the responsibility of the Appointments Committee
- Applicants invited to an interview for this position will have their travel costs reimbursed where that is necessary
- Applicants wishing to bring whanau or other support to the interview may do so at their own expense and should contact the PA to the Principal, Kay Asplin, on 07 348 0156 ext 208 or email kasplin@rghs.school.nz in advance so that suitable arrangements can be made.

6. Commencement of Duties

- The appointee will be expected to commence duties on the start of the 2020 school year

7 Tenure

- Note, this position is subject to the parental leave provisions of the Secondary Teachers' Collective Agreement
- The appointee will be offered an employment agreement with the Principal. The appointee will be asked if they wish to become a party to the Secondary Teachers' Collective Agreement or be employed on an Individual Employment Agreement
- Should the appointee indicate a preference for the Collective Agreement, they will be asked to indicate that they have nominated the PPTA as their bargaining agent and are therefore eligible to join this agreement
- Should the appointee indicate they wish to be employed on an Individual Employment Agreement, the details of the agreement will be negotiated at the time of appointment. The Principal has resolved to offer terms and conditions of employment, which reflect as far as possible those of the Collective Agreement

8 Salary

- The salary offered will be in accordance with the Secondary Teachers' Collective Agreement as assessed by the Salary Assessment Unit of the Minister of Education and as appropriate to the appointee's qualifications, training and experience

9. Professional Learning and Development

- All teachers new to the school will take part in an induction programme and will be provided with advice and guidance through the school's professional support system

10. General

- The school's Charter is available [here](#) or on the school's website www.rghs.school.nz
- All staff are expected to be familiar with, and comply with, the Education Council of Aotearoa New Zealand's "Code of Professional Responsibility and Standards for the Teaching Profession" available online

For further information or clarification, applicants are welcome to contact Mrs Sarah Davis, Principal, on 07 348 0156 or principal@rghs.school.nz

You are also welcome to submit supporting material electronically (e.g. covering letter and Curriculum Vitae) to principal@rghs.school.nz.

Covering letters should be addressed to the Principal, Mrs Sarah Davis

. Hard copies of signed application forms should be posted to:

Rotorua Girls High School
P O Box 518
Rotorua 3040
NEW ZEALAND
Attention: Vacancies

Identity and Safety Checking

Please note that for the protection of staff and students, and in order to meet the requirements of Section 31 of the Vulnerable Children Act 2014, Rotorua Girls High School will complete a safety check on all appointees. This will include the requirement for all appointees to produce, in person, an original primary identification document (such as a valid passport) **and** a secondary identification document (such as a driver's licence) prior to commencing employment. One of these documents must be photographic.

All appointees to teaching positions will hold registration and a current practicing certificate from the Teaching Council of Aotearoa New Zealand) or, in the case of recent trainees, be in a position to make application for registration and provisional certification) All appointees to support staff positions will undergo a police vet.

Day Relief Opportunities

Teachers with New Zealand registration and a current Practising Certificate who wish to be considered for casual day relief teaching at Rotorua Girls High School are welcome to submit their Curriculum Vitae via email to principal@rghs.school.nz marked Mrs Ngaire Tepania.

Please ensure your CV includes:

- The names and email contact details of TWO relevant teaching referees
- Your EDUCANZ registration number
- Your current certification status (i.e. Full, Provisional, STC)
- Your next certificate renewal date



PERSON DESCRIPTION

Personal Qualities

The person appointed to this position will:

- show a commitment to our school's values:
T= the willingness to learn; E=engaging to achieve; A=always shows respect; O=offers to serve
- show a commitment to our school's vision: our young women are leaders in the global environment
- show a commitment to the school's ethos of students at the centre
- show a commitment to positive student relationships
- show a commitment to the vision, values and principles of the New Zealand Curriculum

Qualifications

The person appointed to this position will:

- hold a relevant tertiary qualification.
- be trained as a teacher and be registered with the Teaching Council of Aotearoa New Zealand (or have applied for such registration).
- hold a current practising certificate from the Teaching Council of Aotearoa New Zealand.

Knowledge and Understanding

The person appointed to this position will:

- have a knowledge and understanding of the New Zealand Curriculum.
- have knowledge, understanding and experience of current assessment practices in NCEA and in the junior school.
- be up-to-date with new educational developments particularly as they apply to the New Zealand Curriculum and the National Qualifications Framework
- be able to show an interest in, and an understanding of, wider educational issues.
- be familiar with, and comply with, the Code of Professional Responsibility and Standards for the Teaching Profession.

Skills

The person appointed to this position will:

- have excellent oral and written communication skills.
- be a strategic planner and thinker.
- relate effectively to parents, whānau and caregivers.
- establish priorities, define tasks and see them through to completion.
- have the ability to effectively manage curriculum resources and practical equipment.
- have the required ICT skills.

Equity

The person appointed to this position will:

- demonstrate a commitment of the intent and spirit of the Treaty of Waitangi.
- demonstrate a commitment to culturally responsive behaviour.
- demonstrate a commitment to the needs of all genders.
- demonstrate a commitment to the inclusion of students with physical and intellectual difference.
- be able to work confidently and fairly with all staff, students, parents, whanau and caregivers

GENERIC TEACHER JOB DESCRIPTION

Tasks	Performance Indicators	Expected Outcomes
1 School charter	a. To support the school's charter and work to implement the policies arising from the charter.	a Visible support for policies arising from charter evident.
2 To meet classroom responsibilities to students	<p>a. Providing learning opportunities for every child relative to his or her needs, abilities and stage of development.</p> <p>b. Deliver lessons in accordance with subject schemes of work, National Education Guidelines, school policies and the school charter.</p> <p>c. Establishing effective relationships with students based on mutual respect.</p> <p>d. Using a range of learning activities.</p> <p>e. Providing and maintaining a purposeful working environment.</p> <p>f. Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</p> <p>g. Teaching methods are suited to the age and ability level of the student.</p>	<p>a. Effective relationships with students based on mutual respect are established.</p> <p>b. Lessons reflect expectations of subject schemes of work, National Education Guidelines, school policies and the school charter.</p> <p>c. All school policies on behaviour management are upheld in the everyday interaction between teachers and students - the Managing Student Behaviour (MSB) system is used effectively.</p> <p>d. A range of learning activities is used.</p> <p>e. A purposeful working environment is created.</p> <p>f. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</p> <p>g. Enthusiasm and high standards of achievement are evident in all subjects with due regard to the personality and ability of the student.</p>
3 To plan and carry out curriculum and organisational responsibilities	<p>a. Preparing lesson plans in accordance with subject schemes and the school charter.</p> <p>b. Developing and managing classroom resources in accordance with school and faculty guidelines.</p> <p>c. Teaching subjects according to curriculum goals and objectives set by faculty and school charter.</p> <p>d. Marking and evaluating student work.</p>	<p>a Lesson plans are prepared in accordance with subject schemes and the school charter.</p> <p>b Resources are developed and managed in accordance with school and faculty guidelines.</p> <p>c Lesson critiques confirm teaching to curriculum goals and objectives set by faculty and school charter.</p> <p>d Student work is regularly and helpfully assessed.</p>

	<p>e. Assessing student progress and recording results and completing report and profiles on students</p> <p>f. Evaluating teaching programmes</p> <p>g. Assisting the Principal and Curriculum Leader to develop and manage subject resources</p> <p>h. Meeting deadlines which may be established from time to time.</p> <p>i. Providing students and parents with information regarding course objectives and assessment programmes in consultation with the Principal and Curriculum Leader</p> <p>j. Attending Curriculum Area and subject meetings, contributing to the formulation of goals and their implementation</p> <p>k. Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards.</p>	<p>e Students' needs are assessed before and after teaching / learning and programmes are planned to student need</p> <p>f Adequate records of student progress are maintained as directed by school policy for both professional and parent use. Appraisal booklets show evidence of student evaluation of courses.</p> <p>g Contributes to Curriculum Area organisation by efficiently developing and managing subject resources</p> <p>h Assessment and reporting deadlines met</p> <p>i Students and parents will be well-informed of the demands of each subject for their personal planning needs</p> <p>j Regarded as a team player by peers in learning area through attendance at meetings, contribution to the formulation of goals and their implementation.</p> <p>k The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</p>
4. To undertake Professional Development	<p>a. Keeping abreast of subject and educational developments</p> <p>b. Attending teacher development programmes</p> <p>c. Participating in in-service courses</p> <p>d. Participating in the professional development cycle undertaking a personal annual appraisal, following the requirements of the Code of Professional Responsibility and Standards of the Teaching Profession and the appropriate Professional Standards</p> <p>e. Following up on the outcomes of the performance review which is part of that cycle</p>	<p>a. Professional reading helps keep abreast of subject and educational developments</p> <p>b. Each year undertakes at least one course / unit of professional development activity.</p> <p>c. Attends and participates in professional meetings scheduled by the Principal</p> <p>d. Participation in professional development and performance appraisals. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met.</p> <p>e. Actively follows up on the outcomes of performance appraisal</p>

5. To make a general contribution to school life	<p>a. Carrying out pastoral duties, including acting as whanau teacher or in other negotiated pastoral care roles</p> <p>b. Carrying out general supervision duties as required</p> <p>c. Participating in negotiated extra-curricular activities</p> <p>d. Meeting the requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards</p>	<p>a. Regards the whanau teacher role as an important part of being a teacher at Rotorua Girls High School</p> <p>b. Duties performed diligently without prompting. Leads by example supporting standards expected of students</p> <p>c. Participates in negotiated extra-curricular activities</p> <p>d. Supports the wider educational collegial and cultural life of the school. Participates in whole school events and support community and school programmes</p>
6. To carry out community responsibilities	<p>a. Reporting to parents / caregivers and other relevant community groups on student progress, following the format established by the school.</p> <p>b. Being available on occasions to meet parents / caregivers and to make other such formal and informal contact as may be necessary, in consultation with school leadership staff</p> <p>c. Meeting the requirements of the Code of Professional Responsibilities and Standards of the Teaching Profession and the appropriate Professional Standards</p>	<p>a. Reports to parents / caregivers and other relevant community groups on student progress, following the format established by the school</p> <p>b. As a whanau teacher telephones all new students at the start of the year and is available to meet parents / caregivers on occasions and provide information for them indirectly through the administration, pastoral and / or counselling staff</p> <p>c. The requirements of the Code of Professional Responsibility and Standards for the Teaching Profession and the appropriate Professional Standards are met</p>
7. To undertake specific responsibilities	<p>a. Teacher subjects or undertake specific duties as assigned by the Principal and Learning Leader</p> <p>b. Teach classes in other subject areas as determined by qualifications and experience and as may from time to time be agreed upon between the appointee and the school leadership staff</p>	<p>a. Subjects are taught and specific duties as assigned by the Principal and Curriculum Leader are undertaken</p> <p>b. Classes in other subject areas may be taught</p>

DECLARATION: I accept this position description.

Signature: _____ Date: _____